



Dakota STEP–A

Pre-Test Workshop January 2006

Linda Turner, Special Education Programs ~ SD Department of Education
Porter Palmer, Product Architect ~ Harcourt Assessment



Agenda

Registration and Breakfast

Welcome and Introductions

Some Logistics

The DSTEP-A Rating Form

Dakota Link

Break

The DSTEP-A Body of Evidence



Updates

- Only students meeting significant cognitive disability criteria can take Dakota STEP-A
- Result of 2% regulations located at:
<http://www.ed.gov/admins/lead/special/Toolkit/index.html>
- Assessment brochure and flowchart updated at:
<http://doe.sd.gov/oess/special/index.asp>





STAARS – Science and Social Studies

- State must provide alternate assessments in all areas tested on the general assessment
- Test downloaded at:
<http://doe.sd.gov/oess/specialed/news/altassessment.asp>
- Test window now until end of school year
- **Do not** send to Harcourt or State Dept.



What Is the DSTEP-A?

- The DSTEP-Alternate is a standards-based assessment that is administered to students with Individualized Education Programs (IEPs) who, because of significant cognitive disabilities, are unable to participate in the DSTEP, even with necessary accommodations.
- The DSTEP-A is appropriate for the limited number of students working primarily within the Alternate Content Standards.



What Does the DSTEP-A Look Like?

- Rating Scale
 - Completed by 2 different raters
 - Covers reading and mathematics
 - Aligned with the South Dakota Alternate Academic Content Standards
- Body of Evidence
 - Captures authentic student work



January 9–12, 2006

Pretest workshops

January 23, 2006

Scheduled delivery of *Dakota STEP-A* assessment materials

January 27, 2006

Material shortages and requests for additional assessment materials must be reported to the Harcourt Customer Support Center.

Feb. 6–Mar. 17, 2006 *Dakota STEP-A* Administration

March 22, 2006

LAST DAY for scorable documents to be picked up by UPS

March 24, 2006

LAST DAY for scorable documents to be delivered to the Harcourt Assessment Scoring Center

April 25-26 2006

Standard Setting

May 26, 2006

Districts receive *Dakota STEP-A* results



Test Coordinator's Responsibilities

As test coordinator, your primary responsibility is to act as a liaison between the Special Education Teachers/Colleagues and Harcourt. Your major responsibilities include:

- Verify the shipment of materials
- Distribute test materials to Special Education teachers and verify that an accurate accounting of materials is maintained
- Inspect the packaging of assessment materials returned by the Special Education teachers
- Return scorable materials on or before March 22



Test Coordinator's Kit

- **Packing List**
- **Cover Letter**
- **Master File Sheet(s)**
- **SSID Sheets (pre-filled & blank)**
- **UPS Return Information & Labels**
- **Hot Pink Peel & Stick Labels (for SCORABLE materials)**
- **Green Peel & Stick Labels (for NONSCORABLE materials)**
- **Envelopes for packaging student materials**



Assembly and Packing of Materials for EACH Student

Student Materials: Special Education teachers are responsible for packaging the assessment materials for each student. Use the Data Collection Forms as cover sheets to accompany evidence of student work. Organize the evidence of work by content area (Reading/Language Arts or Mathematics), and insert the work samples with Data Collection Forms attached into the envelopes provided. Write the number and total number of envelopes (1 of 4, 2 of 4, etc.) on each envelope in the upper right-hand corner.

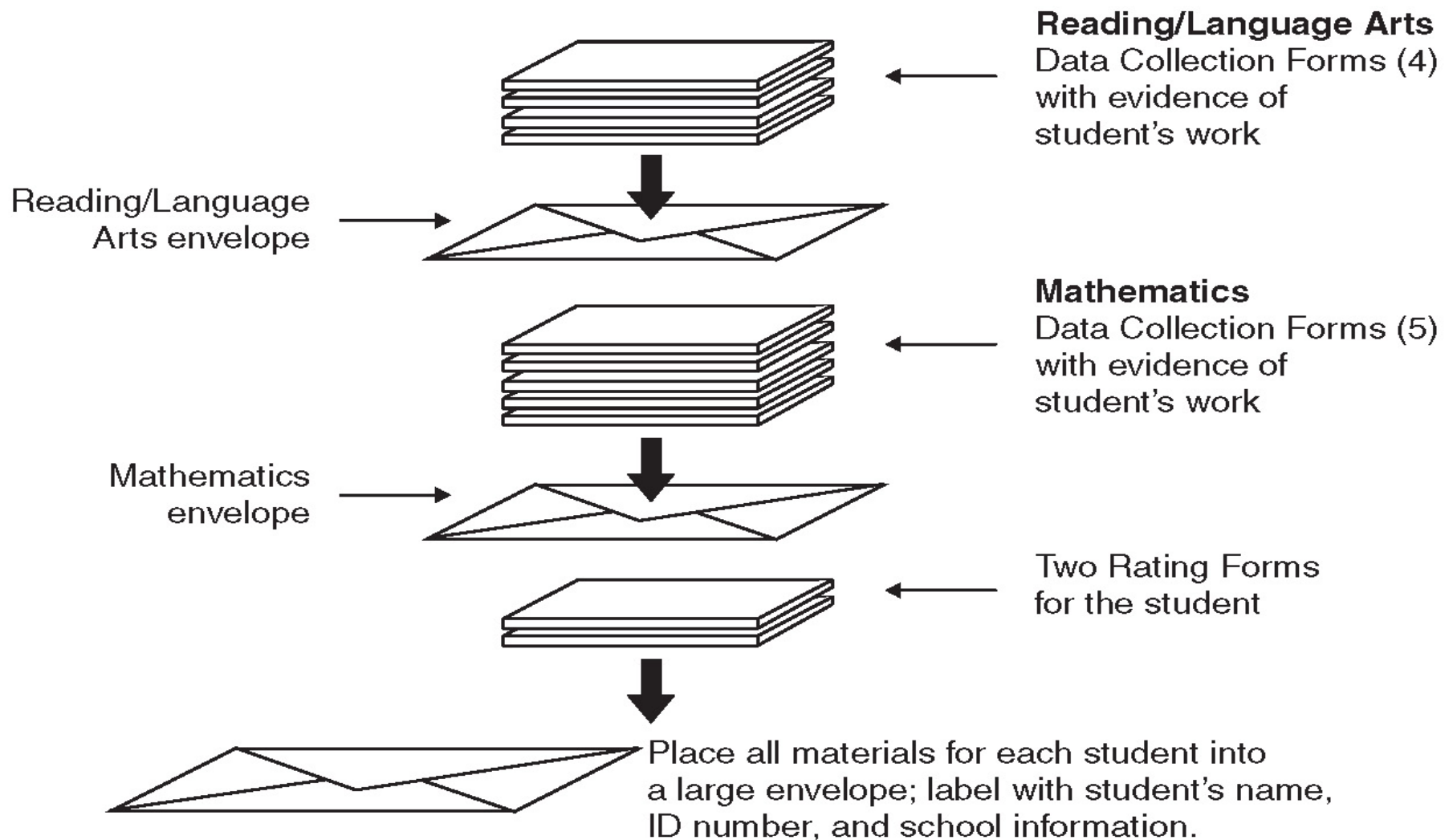


Assembly and Packing of Materials for EACH Student

Organize the materials for each student in the following order from bottom to top.

1. Place the two completed Rating Forms at the bottom of the stack.
2. Place the Mathematics Body of Evidence materials (with student's work attached to Data Collection Forms) in the Mathematics envelope provided. Fill in the student's name, the student's ID number, and the school name on the label. Stack the envelope on top of the completed Rating Forms.
3. Place the Reading/Language Arts Body of Evidence materials (with student's work attached to Data Collection Forms) in the Reading/Language Arts envelope provided. Fill in the student's name, the student's ID number, and the school name on the label. Stack the envelope on top of the Mathematics Body of Evidence materials.
4. Place the assembled material into a larger, padded envelope (or box if necessary) and label it with the student's full name, the student's ID number, and the school name.

Assembly and Packing of Materials for EACH Student

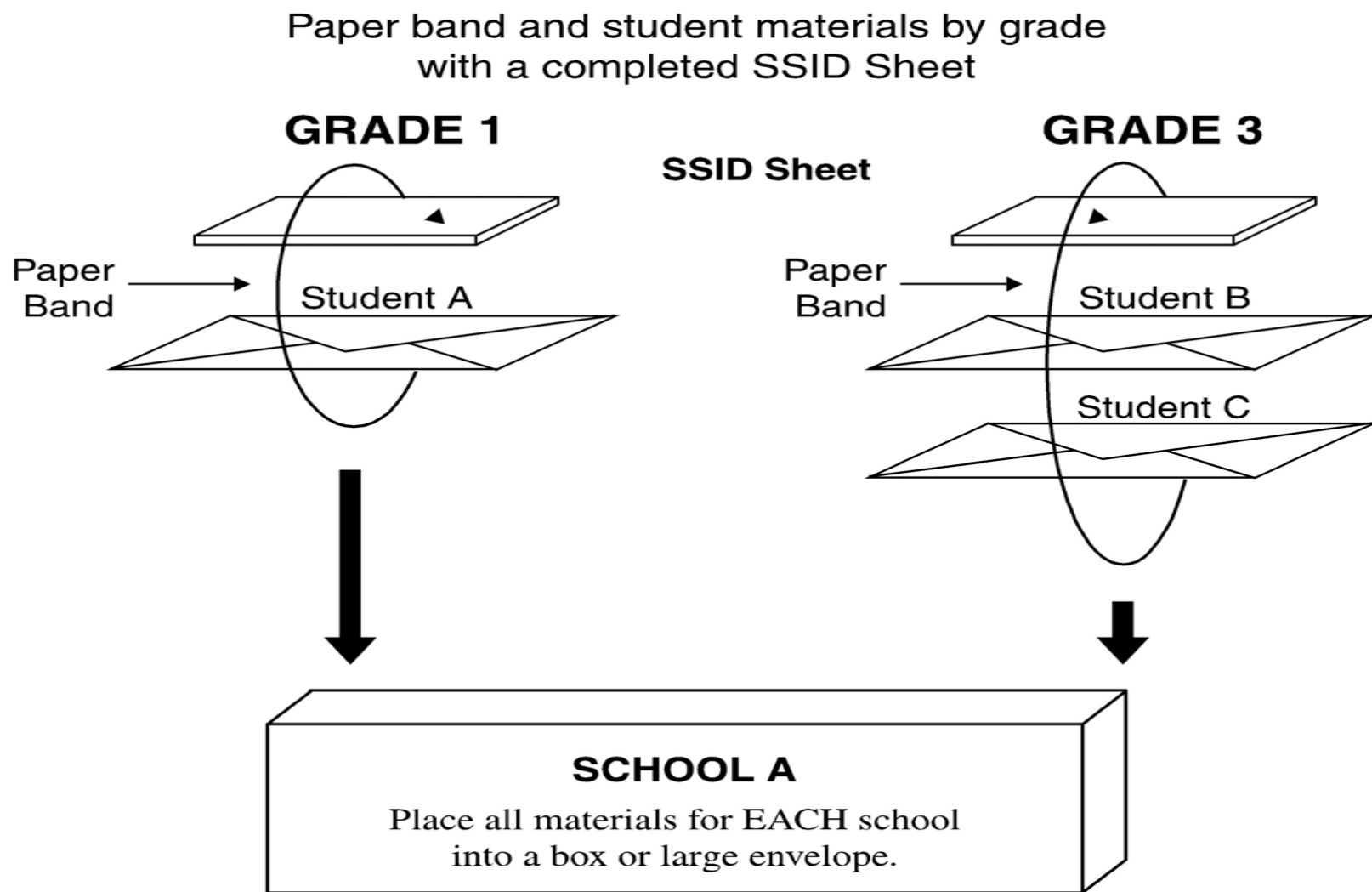




Assembly and Packing of Materials for Each School

- Student materials are to be grouped by grade for each school with a completed SSID sheet.
- Refer to pages 8 and 9 of the TCH for completing SSID sheets

Assembly and Packing of Materials for Each School





Assembly and Packing Materials for Each District

- District materials are to be organized and packaged by school and grade in the order listed on the Master File Sheet.
- Refer to pages 10 and 11 of the TCH for completing the Master File Sheet.

Assembly and Packing Materials for Each District

Package all school materials
in the order listed on the
Master File Sheet.

Master File Sheet

SCHOOL A



SCHOOL B



**Place all school materials
into a shipping carton.**



Carefully seal and label the box(es) to ensure that the scorable materials are contained safely in the box and place the “Hot Pink” return label with “South Dakota DSTEP-A Assessment Materials” on the box.

Place the Second (2nd) day air, UPS label addressed to:

Harcourt

**C/o Processing Center
AccuData Services, Inc.**

17317 Bell North Dr.

Schertz, TX 78154

Attn: Joan Patteson, Project Manager

Contact UPS to pick up of materials at least 24 hours in advance.

MARCH 22 is the last day that scorable materials can be picked up.



Harcourt Contact List

Customer Support Center

Harcourt Assessment, Inc.

19500 Bulverde Road

San Antonio, TX 78259

Phone: 1-800-763-2306

Fax: 1-800-634-0424

E-mail: customersupportcenter@harcourt.com

Customer Services

Phone: 1-800-211-8378

Fax: 1-800-232-1223

P. O. Box 708912

Materials

San Antonio, TX 78270-8912

Scoring Services Hot Line

1-800-328-5999

SPECTRUM

Enrollment Data

Contact/Address changes

Test Materials

Status of Shipments

Administration Instructions

Packing and Returning Materials

Ordering Off Grade Materials

Ordering OLSAT Materials

Ordering Home School Test Materials

Ordering Ancillary Test Support

Pre-Identification Services

Off-Grade Scoring Scoring Service

Resolution of Scoring Issues

Scoring Services



The DSTEP-A Rating Form

Please read and answer ALL items.

Rate the student according to how often he or she **correctly** performs a behavior **without help or prompting** when it is appropriate to display the behavior. The rating you choose should reflect the frequency with which the student performs the behavior without help, **when it is needed**. Record your response for each item by circling one of the following.

- 0 Is Not Able
- 1 Never or Almost Never When Needed
- 2 Sometimes When Needed
- 3 Always or Almost Always When Needed

This table is provided to assist you in filling out this form.

<u>Rating</u>	<u>The student:</u>
0 Is Not Able	<ul style="list-style-type: none"> • cannot perform the behavior; • is too young to have tried the behavior; or • has a physical condition that prevents the behavior.
1 Never or Almost Never When Needed	has the ability to perform the behavior, but <ul style="list-style-type: none"> • never or almost never does it when needed; or • never or almost never does it on his/her own without being reminded.
2 Sometimes When Needed	has the ability to perform the behavior, and <ul style="list-style-type: none"> • displays the behavior most or all of the time without being reminded; or • sometimes does it on his/her own, but sometimes needs to be reminded.
3 Always or Almost Always When Needed	has the ability to perform the behavior, and <ul style="list-style-type: none"> • displays the behavior most or all of the time without being reminded; or • displayed the behavior at a younger age but has now outgrown it.

<u>Column</u>	<u>Check this column if:</u>
Check If You Guessed	<ul style="list-style-type: none"> • your rating was an estimate. • you have never seen the student in a situation in which the behavior is needed. • the student has not had the opportunity to perform the behavior.
Comments	<ul style="list-style-type: none"> • you do not understand an item* • you feel it would be helpful to discuss an item with the assessment professional*

* You may make a brief note of your concerns on the **Notes** page at the end of this Rating Form.



Filling Out the Rating Form

Then evaluate whether you have **observed** the behavior or if you are **guessing** about the frequency of its occurrence. If your rating is based on a guess, put a check (✓) in the box marked **Check If You Guessed**. If your answer is based on observation or direct knowledge, leave this column blank.

The following example shows how to complete the Rating Form.

	Is Not Able	BEHAVIOR FREQUENCY			Check If You Guessed	
		Never When Needed	Sometimes When Needed	Always When Needed		
4. Sounds out CVC words (Sometimes is equivalent to 1–5 CVC words).	0	1	2	③	<input type="checkbox"/>	<input type="radio"/>
5. Matches letter to letter (Sometimes is equivalent to 1–20 letters).	0	1	②	3	<input checked="" type="checkbox"/>	<input type="radio"/>
6. Recognizes own name in print.	①	1	2	3	<input type="checkbox"/>	<input type="radio"/>



Reading *continued*

	Is Not Able	BEHAVIOR FREQUENCY			Check If You Guessed	Comments
		Never When Needed	Sometimes When Needed	Always When Needed		
55. Identifies similarities and differences of a topic.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
56. Creates a Venn diagram or T-chart.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
57. Completes graphic organizer identifying similarities and differences.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
58. Orally explains differences between things, ideas.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
59. Orally explains similarities between things, ideas.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
60. Observes similarities by indicating which things/ideas in a group are the same.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
61. Observes differences by indicating which things/ideas in a group are different.	0	1	2	3	<input type="checkbox"/>	<input type="radio"/>
		Total		183	Total Guessed	

Complete the Demographic Data Page

Don't forget to get a second opinion (Rater #2)

Demographic Data Page

Student's Name _____ Gender ☐ M ☐ F
First Middle Last

Student ID Number _____ Grade _____ Date of Birth _____

School _____

District _____

Resident school & district, if different _____

Special Education Teacher _____ E-mail Address _____

Student's Race/Ethnicity

- ☐ American Indian or Alaskan Native
- ☐ Asian or Pacific Islander
- ☐ Black/African American (Non-Hispanic)
- ☐ Hispanic
- ☐ White (Non-Hispanic)

Rater's Name _____

Position _____ Date Rating Scale Completed _____

Please return your completed Rating Form to

(Special Education Teacher)



<http://dakotalink.tie.net>





Body of Evidence

- Evidence of actual student work
 - Work samples
 - Annotated photographs
 - Brief videos
 - Scripted audio files



Evidence Must Be

- Aligned to a grade-level standard
 - The skill must come from the grade-level Alternate Content Standards of the grade in which the student is enrolled.
- Exemplary of performance
- Clear and understandable to an independent third party evaluator



Reading (4 Entries)

- Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.
- Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.
- Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.
- Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.



Mathematics (5 Entries)

- Strand 1: Algebra
- Strand 2: Geometry
- Strand 3: Measurement
- Strand 4: Number Sense
- Strand 5: Statistics and Probability

Reading = 4
Math = 5

Fill this out
completely. It will
make evidence clear
for scorers 😊



Data Collection Form

Please use this form as a summary and cover sheet for samples of student work on a specific indicator (reading) or strand (math).

Student Name: _____ Grade: _____

School: _____ District: _____

Student ID Number: _____

Check one: ☐ Reading ☐ Mathematics

Extended Standard: _____

Skill: _____

Dates work was collected: _____

At what percentage of accuracy does the student perform this skill?	
At what percentage of independence does the student perform this skill?	
How many times did the student demonstrate this level of performance during the collection period?	
In what settings did the student demonstrate this level of performance during the collection period?	

Scoring Rubrics

Complexity Level	Student demonstrates skills based on <i>Advancing level skills.</i>	Student demonstrates skills based on <i>Applying level skills.</i>	Student demonstrates skills based on <i>Developing level skills.</i>	Student demonstrates skills based on <i>Introducing level skills.</i>	Required evidence of student performance was not submitted or was unclear.

Accuracy	Student demonstrates 80-100% accuracy on the skill.	Student demonstrates 25-79% accuracy on the skill.	Student demonstrates 0-24% accuracy on the skill.	Required evidence of student performance was not submitted or was unclear.
Level of Support	Student demonstrates the skill without support. (80-100% independent)	Student demonstrates the skill with minimal support. (25-79% independent)	Student demonstrates the skill with extensive support. (0-24% independent)	Required evidence of student performance was not submitted or was unclear.
Frequency of Performance	Student demonstrates the skill consistently. (3 or more times)	Student demonstrates the skill more than once. (2 times)	Student demonstrates the skill once.	Required evidence of student performance was not submitted or was unclear.
Setting	Student demonstrates the skill in multiple settings. (3 or more settings)	Student demonstrates the skill in more than one setting. (2 settings)	Student demonstrates the skill in one setting.	Required evidence of student performance was not submitted or was unclear.



- Here are a few examples for you to consider.



Data Collection Form

Please use this form as a summary and cover sheet for samples of student work on a specific indicator (reading) or strand (math).

Student Name: Matthew Wideman Grade: 7

School: Patrick Henry Middle District: Sioux Falls

Student ID Number: 123456789

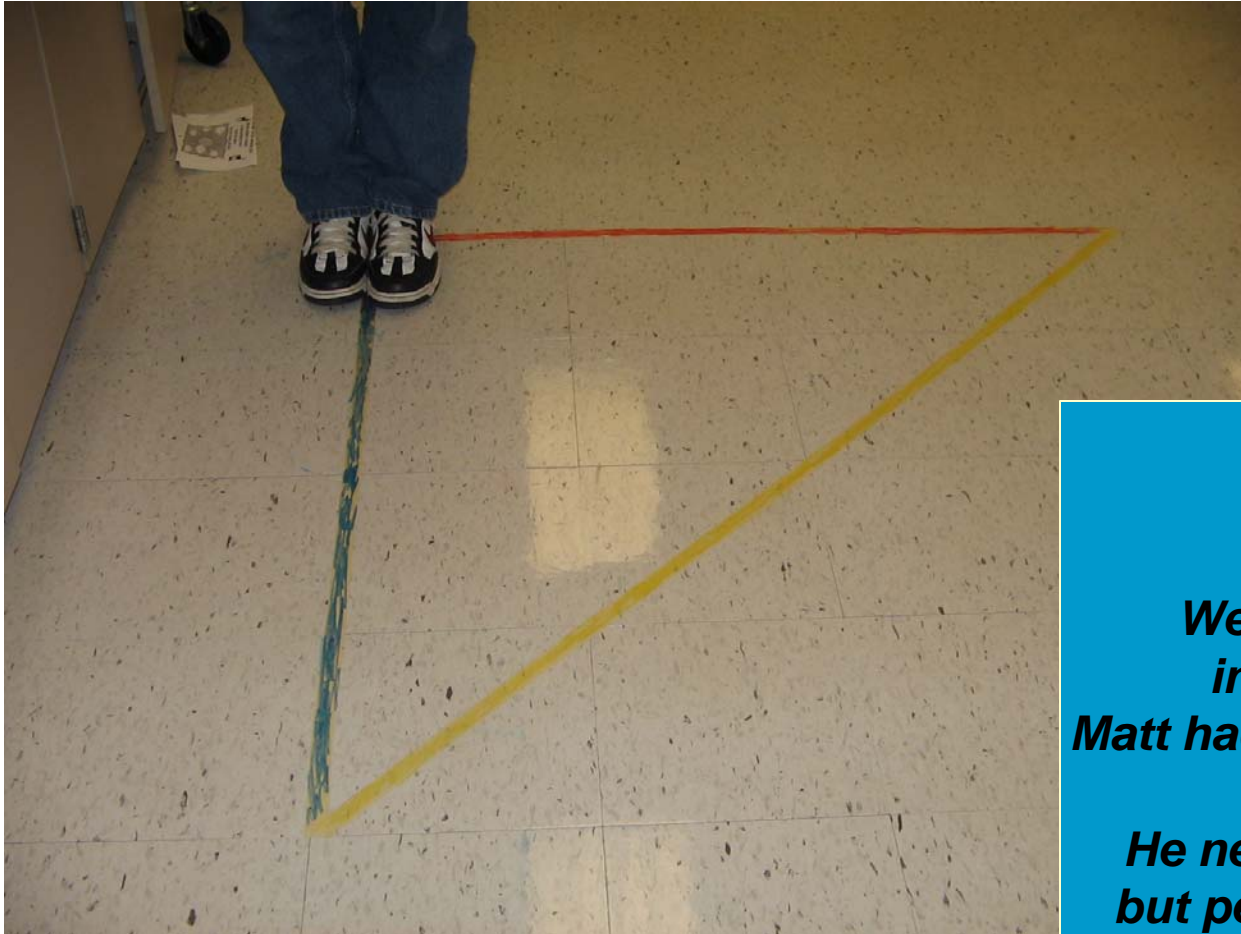
Check one: ☐ Reading ☒ Mathematics

Alternate Content Standard: 7.A.G.1.2 Students will identify & describe geometric figures

Skill: Identify angles

Dates work was collected: Feb. 6, 10, 14, 20 March 8, 12

At what percentage of accuracy does the student perform this skill?	90% of the time (with minimal support)
At what percentage of independence does the student perform this skill?	He needs support most of the time. 5% independent
How many times did the student demonstrate this level of performance during the collection period?	4 of 6
In what settings did the student demonstrate this level of performance during the collection period?	Classroom, hallway, library, cafeteria



7.A.G.1.2

***Matthew
February 20***

***We taped shapes
in the hallway.
Matt had to find the angles.***

***He needed reminders,
but performed the task.***



Data Collection Form

Please use this form as a summary and cover sheet for samples of student work on a specific indicator (reading) or strand (math).

Student Name: Matthew Wideman Grade: 7

School: Patrick Henry Middle District: Sioux Falls

Student ID Number: 123456789

Check one: ☐ Reading ☒ Mathematics

Alternate Content Standard: 7.A.M.1.1 Students will select, use, & convert appropriate units of standard and metric measurement

Skill: Uses standard units of measure

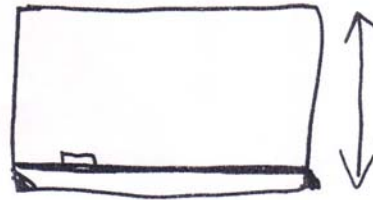
Dates work was collected: Feb. 6, 10, 14, 20, 24 March 8, 14

At what percentage of accuracy does the student perform this skill?	75%
At what percentage of independence does the student perform this skill?	10%
How many times did the student demonstrate this level of performance during the collection period?	6 of 7
In what settings did the student demonstrate this level of performance during the collection period?	classroom, hallway gym, playground

7.A.M.1.1

Matt

- * Measure the height of the chalkboard

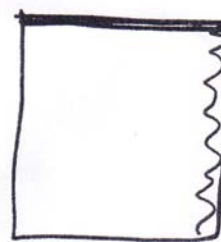


It is 47 inches tall.

- * Measure an overhead marker.

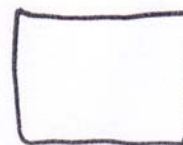
It is 14 inches long.

- * Measure a window.



~~16 inches~~ inches wide
26 inches inches long

- * Measure top of the ou



~~16 inches~~ 14 inches wide
16 inches long

Setting's Curriculum Based
Completed in
Mr. Nash's 8th gr.
mathematics class
w/ per assistance
from Jasha



Data Collection Form

Please use this form as a summary and cover sheet for samples of student work on a specific indicator (reading) or strand (math).

Student Name: Matthew Wideman Grade: 7

School: Patrick Henry Middle District: Sioux Falls

Student ID Number: 123456789

Check one: ☒ Reading ☐ Mathematics

Alternate Content Standard: 7.A.R.1.2 students are able to infer meaning from text

Skill: Answers detail questions

Dates work was collected: Feb. 6 - March 17 daily

At what percentage of accuracy does the student perform this skill?	85%
At what percentage of independence does the student perform this skill?	70%
How many times did the student demonstrate this level of performance during the collection period?	he is improving every day! (5 times)
In what settings did the student demonstrate this level of performance during the collection period?	reading, science, social studies, library



DONATE NOW through



What You Thought You Knew, is Probably Wrong

Myths and Facts

Contrary to popular belief, bats do not try to become tangled in your hair.

Bats are not related to rodents. Bats soon be reclassified as mammals.

Bats are the only flying mammals. squirrels do not fly, they glide.

Of the world's 1000+ species, bats are limited mostly to Latin America. **Bats do not attack humans.** They are very small and generally drink the blood of animals and poultry. Seventy percent of all bat species eat insects, most of the remaining 30% eat fruit, pollen and nectar.

Less than one-half of one percent of bats contract rabies. However, a grounded bat should never be handled because it may bite in self-defense. Call a wildlife rehabilitator or an animal organization for help.

Bats are vital to the ecosystem! Fruit bats bring us over 450 commercial products, including 80 medicines. The seed dispersal and pollination activities of fruit and nectar eating bats are vital to the survival of rain forests. Seeds dropped by tropical bats account for up to 95% of forest re-growth on cleared land. Night blooming plants and trees depend on nectar eating bats for pollination. An excellent example is the baobab tree of eastern Africa that is so important to the survival of other kinds of wildlife it is referred to as the "Tree of Life." **Bats in the US eat millions of tons of insects annually.** Alarming, bats are disappearing worldwide. They are now considered the most endangered land mammal in North America.

Matt found a bat in his house and wanted to learn more about them. So he asked to use the Internet. This is what he found.

GPS 21



Name

Matt

1.



Bats



can



fly

2.

A



bat



is covered



with



fur

17/20 symbols/words
read correctly (85%)

3.

Mother



bats



have

1

one



baby



each

200

year.

Distractors:



read



feathers

10

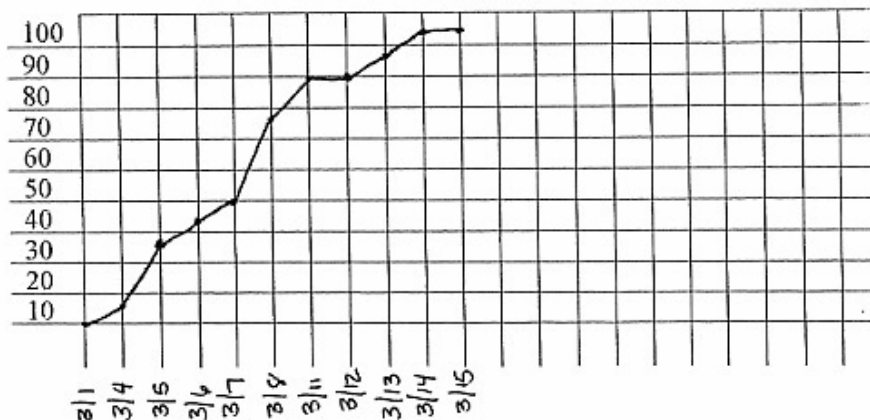
ten

GPS 24

Student Sean

Skill Patterns

	TASK ANALYSIS	3/1 Date Baseline	3/4	3/5	3/6	3/7	3/8	3/11	3/12	3/13	3/14	3/15							
1	Shapes ABAB...	0/5	0/5	1/5	2/5	3/5	4/5	5/5	5/5	5/5	5/5	5/5							
2	Numbers ABA ABA...	0/5	0/5	1/5	1/5	1/5	3/5	4/5	4/5	5/5	5/5	5/5							
3	Numbers ABC ABC...	0/5	1/5	2/5	2/5	2/5	3/5	3/5	3/5	3/5	4/5	4/5							
4																			
5																			
6																			
7																			
8																			
9																			
10																			
Supports		S	S	S	S	S	S	S	S	S	S	S							
Trials Correct TOTAL Trials		0/5	1/5	4/5	5/5	4/5	11/5	12/5	12/5	13/5	14/5	14/5							
PERCENTAGE correct		0%	7%	27%	33%	40%	67%	80%	80%	87%	93%	93%							



Key:

I Independence
LP Limited Prompting
P Prompting
S Support

MS 35



Planning Worksheet

- The planning worksheet can be used to help when preparing for the alternate assessment and IEPs.
- Look for it soon. It will be posted on the Special Education Program's website.

Planning Worksheet for Linking Alternate Content Standards and Dakota STEP-A to the IEP

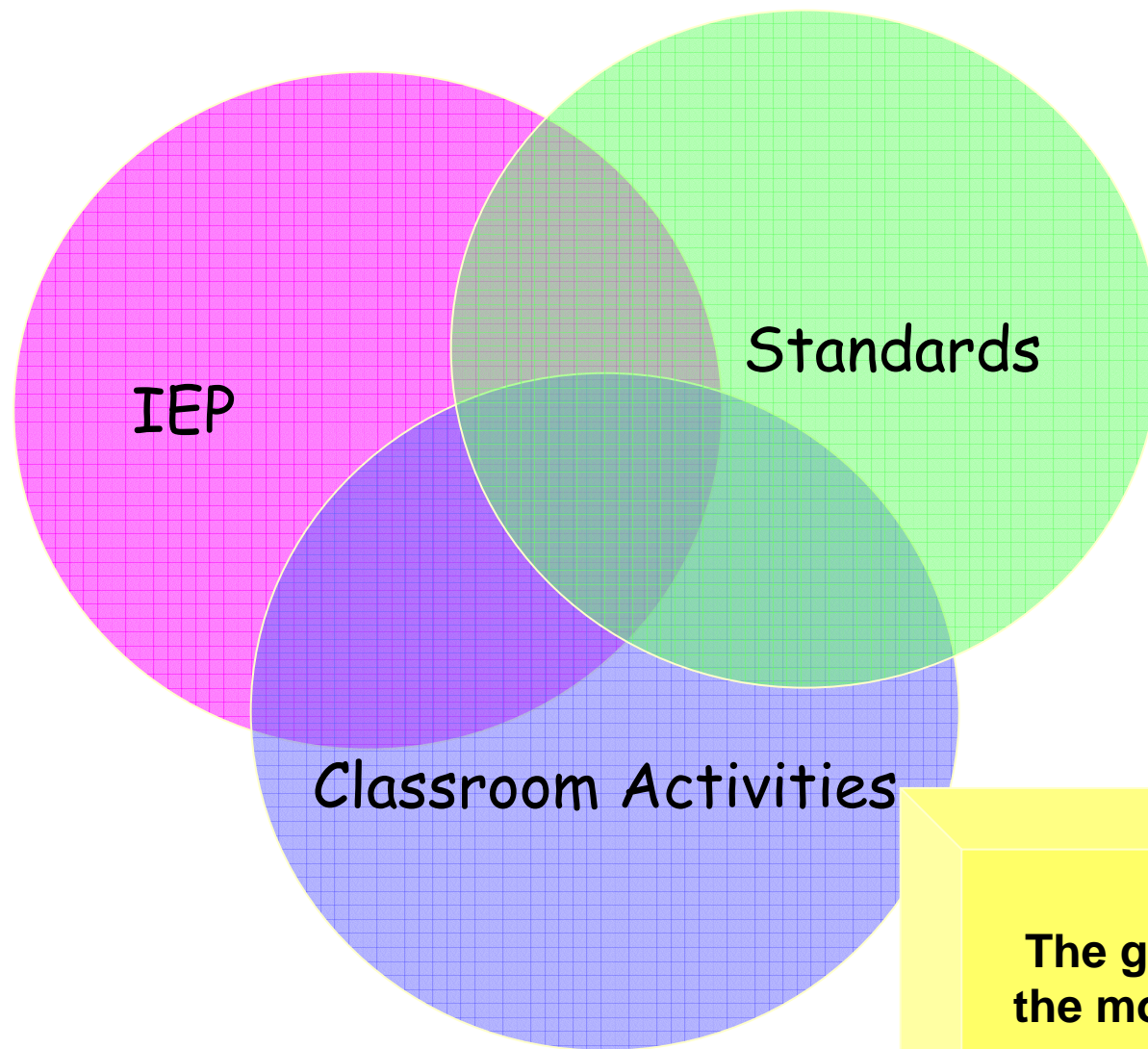
Student Name:	Grade:	IEP Date:
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Reading

Skill/Target Skill: Identified from present level of performance or managed through instruction	Addressed primarily:		Alternate Content Standard	Indicator
	IEP: Goal #	Instruction relating to goal #/ #'s		
				1: Students are able to apply various reading strategies to comprehend and interpret text.
				2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.
				3: Students are able to interpret and respond to diverse works from various cultures and time periods.
				4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Math

Skill/Target Skill: Identified from present level of performance or managed through instruction	Addressed primarily:		Alternate Content Standard	Indicator	Strand
	IEP: Goal #	Instruction relating to goal #/ #'s			
					Geometry
					Numeration
					Probability and Statistics
					Measurement
					Algebra



**The greater the overlap,
the more comprehensive
and unified the
instruction will be.**



Next Steps

- Additional Training: Connecting IEPs to State Standards
- Proposing revising layout of standards and descriptors to Board of Education 1-25-06
- Workgroups
- Listserv



Connecting IEPs to State Standards

- March 7 – Rapid
- March 8 – Chamberlain
- March 9 – Sioux Falls
- 9:30-3:30
- Register at www.southdakotapd.com



- Cut score setting April 25-26(need 60-75 special education teachers)
- Reading alignment reconciliation for STEP-A on March 27, 1:00-5:00 and STEP on March 28, 8:00-5:00
- Summer of 2006- Reading/Language Arts Content Standards' Revision



Proposed Revisions to Standards

Format in current alternate standards:

Levels	Descriptors
Advancing	Advancing students demonstrate knowledge and skills consistently across multiple settings without support.
Applying	Applying students demonstrate knowledge and skills more than once in more than one setting without support.
Developing	Developing students demonstrate knowledge and skills once in one setting with minimal support.
Introducing	Introducing students attempt to demonstrate knowledge and skills once in one setting with support.

Format revision proposed:

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

Summary Document

Current Standards

Levels	Descriptors
Advancing	Advancing students demonstrate the following knowledge and skills consistently across multiple settings without support: <ul style="list-style-type: none">• Identify and describe plane figures.• Find examples of plane figures in the environment.
Applying	Applying students demonstrate the following knowledge and skills more than once in more than one setting without support: <ul style="list-style-type: none">• Identify (plane) shapes• Position shapes in relation to positional words.
Developing	Developing students demonstrate the following knowledge and skills once in one setting with minimal support: <ul style="list-style-type: none">• Recognize a square, circle, rectangle and triangle• Sorts objects of the same shape.
Introducing	Introducing students attempt to demonstrate the following knowledge and skills once in one setting with support: <ul style="list-style-type: none">• Explores items in the shape of a square, circle, rectangle and triangle.• Explore/ Manipulate like objects.

Revision to be made in

Levels	Descriptors
Advancing	<ul style="list-style-type: none">● Identify and describe plane figures.● Find examples of plane figures in the environment.
Applying	<ul style="list-style-type: none">● Identify (plane) shapes● Position shapes in relation to positional words.
Developing	<ul style="list-style-type: none">● Recognize a square, circle, rectangle and triangle● Sorts objects of the same shape.
Introducing	<ul style="list-style-type: none">● Explores items in the shape of a square, circle, rectangle and triangle.● Explore/ Manipulate like objects.

Continuum of frequency, setting and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.



- Special Ed Alternate:
http://listserv.state.sd.us/archives/spedalter_nate.html
 - Ask questions about alternate assessment and alternate standards
 - Share teaching ideas and technology
- Special Ed Listserv:
<http://doe.sd.gov/oess/specialed/index.asp>
 - Listed under Online Resources